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Containing the Editor's Report of the Philadelphia Convention

Journal of EDUCATION

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July 15, 1926

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

A Stalled Engine

WHEN an engine is stalled the problem is to find why it is stalled. It is idiotic to go for gasoline unless the stalling results from lack of gasoline.

When a child is stalled the problem is to find out why. The teacher should solve that problem if she can. If not, she should ask the principal why the child is stalled. If he cannot solve the problem he should turn it over to the supervisors or superintendent.

There is something wrong from bottom to top if a teacher putters, and the principal sputters, and the supervisor flutters whenever a child is stalled, and no one investigates the cause. The trouble may be with the teacher's inspirational electrode, the principal's carbon, the supervisor's oil supply, or the superintendent's gas tank.

When a teacher is stalled it is equally important to know why. When a principal is stalled, or a superintendent, it is essential to find out the cause.

It is a new experience to have girls, and boys even, commit suicide because an examination or a rate card stalls them. Yes, and a teacher sometimes commits suicide because he thinks he is stalled. It is of the utmost importance that the cause of the stalling be discovered.

In this easy-going age it is much simpler to blame anything on to somebody and everything on to everybody than it is for any one to assume responsibility for any one being stalled.

It is tragic to hear the reasons given for what other people don't do. This is the root evil of the serious unrest, even educational and professional unrest.

Education is always going somewhere, scholarship is having been somewhere.

From Pedagogy to Education

"ONE of the biggest steals in the educational field occurred when the science of pedagogy changed its outworn name to 'education.'"—Boston Herald.

From academic "pedagogy" to democratic "education" is in keeping with the trend of the times educationally and otherwise. "Ped-a-go-gie" was a great invasion more than forty years ago, and as one recalls the craze with which aspiring professionalists modernized the pronunciation and twisted the tongue around it he can but smile at the aristocratic air of those who wore it as a carnation in the lapel of the coat on Mothers' Day, and when we recall how it retired with Herbartianism and other professional phases of aristocracy one can but tread lightly in the pathway of some present-day professionalisms. There is something refreshing in having lived through the career of certain attempts at professional aristocracy.

Texas Cattle

THE University of Texas is to portray the history and prosperity of the state through the cattle industry.

A permanent monument to immortalize the history of the Southwest by depicting the progress of the State of Texas through its cattle industry is the idea adopted by the University of Texas in "branding" Garrison Hall, new $500,000 classroom building, with symbols of Texas' mother industry.

Because the cattle industry made Texas and was the foundation of the large fortunes which have contributed extensively to the progress of education in the Southwest, common cattle brands were selected to adorn the modern educational structure erected as a part of the University's $10,000,000 expansion program.

"In Texas cattle exist for the sake of man; in all other countries man lives for the sake of his cattle," is an old Texas proverb.

No other state or county has honored cattle for the contribution they have made to prosperity as it is being done by the University of Texas.

Education Week

DR. JOHN J. TIGERT, United States Commissioner of Education, announces the discontinuance of the leadership of the direction of Education Week by the United States Bureau of Education, which it has sponsored for five years. He says, wisely, that the time has come when each state should assume full responsibility of the direction of Education Week.

In 1920 Dr. Tigert inaugurated the observance of American Education Week, and his leadership rallied to its support the National Education Association and the American Legion. There have been five Presidential messages.

Dr. Tigert, in announcing the change, says: "The Bureau of Education has accomplished all that can properly be done by a Government agency and seems to have achieved much more than could have reasonably been expected. The bureau now proposes to leave the promotion of this week in the hands of the several states and such organizations and communities as are interested in its continued promotion.

"It is believed that the observance of American Education Week has been highly successful and has produced large results by way of interesting the American people in schools and school needs. The Bureau of Education hopes that observance of the week will be continued with the same enthusiasm that has marked its recent history."

International Kindergarten Union

THE Kansas City annual meeting of the International Kindergarten Union, May 3-8, was of exceptional interest.

The International Kindergarten Union at the present time has 187 branch societies, eight in foreign countries. There are twenty-one life members, and 1,733 associate members. It is affiliated with the National Education Association through a Kindergarten-Primary Department and with the Department of Superintendence through the Council of Kindergarten Supervisors and Training Teachers.

An interesting feature of the meeting was the luncheon given by the kindergartners of Kansas City, Kansas, to the visiting teachers. About 125 automobiles met the delegates as they came from Ivanhoe Temple in Kansas City, Missouri. The large letters I. K. U. on each automobile, which stand for International Kindergarten Union, meant nothing to the uninitiated, but they very soon learned that these letters were significant in that they represented the society which brought education for the child from four to six up to a very high level and that they are still the ones which have as their central interest the early education of children.

In the United States there are 618,819 children in kindergartens.

At the Symposium Supper, the climax of the convention, fine and substantial tribute was given Miss May Murray, who has served in the capacity of corresponding secretary and treasurer, and for the past two years as editor of Childhood Education.

The meeting next year will be held at New Haven, Connecticut.

The Philadelphia Convention

Annual Meeting of the National Education Association, June 28-July 5, as Seen by the Journal's Editor-in-Chief.

By A. E. WINSHIP

The First Thrill

THE first thrill of a convention is always an awakening event, and this was especially true at the Philadelphia meeting. Everything was staged, everything had been according to program.

The Illinois people had put on the first stunt of the meeting, a very elaborate affair. It was really so remarkable as to be wonderful that a group of staid delegates could extemporize anything so showy, so be-plumed, so patriotically set as was the Blair boom, in which Superintendent McAndrew and the Chicago Federation were in evidence.

Then the president of a State Teachers College of Illinois made the traditional nominating speech, glorifying Illinois and magnifying its candidate after the political National Convention style. The twelve hundred delegates looked on and listened with traditional profundity.

Then Arkansas gave way to Missouri, as Alabama had given way to Illinois, and a wee bit of a woman skipped upon the platform, and instead of glorifying Missouri or magnifying Dr. Lamkin's virtues she ripped into the wonderful means and methods of the Illinoisans mercilessly. She could not have known that there were to be any of these opportunities for brilliant wit, but she improved every opportunity with such dazzling disregard of traditional proprieties that the delegates gasped, and when she made Uel W. Lamkin the candidate of the Classroom Teachers Association of Kansas City, of which she was president, the delegates burst into admiration of her genius regardless of their devotion to Dr. Blair.

We have attended several famous Republican National Conventions, but we have never enjoyed a nominating speech so much as we did the first thrill of the Philadelphia Convention.

The Outgoing President

MISS McSKIMMON'S administration has been all that was prophesied for her, and more. She devoted the entire year to the professional service of the National Education Association. She had no desire to meddle in the slightest degree with efficiency at headquarters, and neither headquarters nor the executive committee assumed to tell her what to say or what not to say, when to say anything or when not to say anything, when to consult or when not to consult. Miss McSkimmon was president of the National Education Association not for the purpose of winning personal fame or to promote the interest of any one or of any group. There was never any tangent attracting her from the challenge of children.

At Philadelphia, speaking several times every day, to all sorts of groups of people, Miss McSkimmon said the right thing in the right way, at the right time, and always stopped when she had said it.

She has rendered a noble service in a brilliant way, and passes the affairs of the school people and the children of America on to the leadership of President Francis G. Blair with every feature functioning ideally.

The Incoming President

THE president of the National Education Association for 1927 brings to professional leadership one of America's brilliant orators, noble statesmen and devoted educators.

No other American has received a tenth part of the votes of the people for an educational position that has the state superintendent of Illinois.

In a state reeking with political animosities Dr. Francis G. Blair's name has never been defiled by partisan factions.

In a state with bitterest professional rivalries no group of reactionaries or of propagandists has ever dared to say that the state superintendent was wasting time or thought on anything but the noblest administrative achievements.

The National Education Association honors itself most significantly when it rises above the clouds and has a clear vision of sun and moon, of the planets and the stars of the universe for children and teachers, for God and humanity.

E. C. Broome as Host

NO city superintendent has been a better host to a meeting of the National Education Association than was Dr. Edwin C. Broome. His entire official family was skilfully devoted to the comfort and enjoyment of every one in attendance. The slogan was: "Let no red tape interfere with immediate attention to every problem involving the interest of any one."

Dr. Broome was on innumerable programs, and he always represented the city of Brotherly Love gracefully, and as satisfactorily to the audience as to the city for which he spoke.

Seattle in 1927

OUR readers know how heroically we said last autumn that Seattle would have no rival as a candidate for the meeting of 1927. There were those who said emphatically that there was no justification for such an announcement, but we have interpreted visions for many years, and there are times when we can be as sure of future action as of the rising of the morning's sun, and this was one of those visions.

Seattle had won the meeting for 1927 by its invitation at Indianapolis in 1925, and there was every reason why the Pacific Northwest should appeal to teachers in 1927. It is the one section of our great country with which they are not familiar, and the one section with which they should be enthusiastically acquainted.

Thomas R. Cole, superintendent of Seattle, devoted his attention to educating those in attendance at Philadelphia in appreciation of the attractions of the Pacific Northwest. There was an endless pageant in films always unrolling the beauty and glory of that new playground and wonderland.

The Resolutions

THE resolutions were exceptionally discriminating. They were printed and copies were in the hands of every delegate before being considered. We give mere suggestions of these resolutions.

EDUCATION BILL

We hold that economy and efficiency demand that the activities of the federal government dealing with education be consolidated in a Department of Education under the leadership of a secretary with a seat in the President's Cabinet.

CHILD LABOR

Reaffirms its stand on child labor, urges the passage of such legislation as will make exploitation impossible and will assure protection to the children of America.

TEACHING RESPECT FOR LAW

The permanent prosperity and happiness of a democratic people are dependent in large degree upon development of a high type of character among all the youth of the land. One of the chief purposes of the schools is to develop such a standard of character. We would teach and practice respect for all law, as a chief purpose of education. Parents should assume their full measure of responsibility for rearing and training of children into the practices and duties of citizenship.

ILLITERACY

We reaffirm endorsement of the movement to wipe out illiteracy by 1930 and urge the allied educational forces of the National Education Association to join with this effort for the early liberation of millions of our countrymen from the bondage of ignorance.

LITERACY TESTS

We believe that the reading and writing of English understandingly should be made a qualification for admission to citizenship of the foreign-born and also a qualification for voting.

OBSCENE LITERATURE, PICTURES AND TOKENS

The Congress of the United States has denied the privilege of the mails to obscene and indecent literature, pictures, and tokens, yet such articles reach the youth of our land through various other means of transportation. This Association recommends that its legislative committee memorialize the Congress of the United States to enact legislation prohibiting the transportation in interstate commerce of all such literature, pictures, and tokens, as are now denied the privilege of the United States mails.

THE STATUS OF THE TEACHER

We note with pleasure the great improvement in facilities for teacher training, the increase in professional requirements demanded by standardizing and state agencies, the longer school tenure and the many successful pension and retirement laws. They tend to bring into the teaching group the most promising young men and women. We urge teachers everywhere to respond to these improved conditions in a wholehearted way. The Association recommends that administrative authorities protect teachers in their work in the classroom from attempts by outside agencies to use the school organization for the furtherance of ends not directly connected with the aims of public education.

The policy of allowing sabbatical leave for study, recreation, and recuperation should be encouraged. Efficiency depends upon the health and intellectual vigor of teachers, and there can be no better investment than to adopt measures which will insure the maximum fitness of all members of the profession.

FINANCIAL AID

There should be adequate financial support for all classes of public schools. If the children are to meet the ever-increasing demands of civilization, the nation, the state, or the community must supply the funds.

ATHLETIC SPORTS

All students from the elementary grades

through their last year in college should have the benefit of organized recreation. School and college authorities should exercise full and entire control of all sports, and expenditures therefor should not be out of proportion to the costs of regular academic instruction. High school and college athletic regulations should be strictly adhered to. Greater public recognition should be given distinguished achievement in scholarship.

INTERNATIONAL PEACE AND GOODWILL

International peace rests upon international goodwill, which can only exist when there is international understanding. We recommend the World Federation of Education Associations as a potent means to help world-wide understanding. We commend the international interchange of professors, teachers and students. Each individual who has this experience in another country will return to his native land with friendships made and understandings secure. These will arm him effectively against idle and poisonous propaganda.

SCHOOL LANDS

The settled policy of the Federal government to foster education by granting to the several states large tracts of land to be used in support of their common and public schools is a wise and beneficent one. We favor such legislation by Congress as will clear the title to the lands granted to the states for the benefit of their common and public schools and will make it possible for the states to enjoy the benefits and to realize the purposes intended for the promotion of education and for the safety of the republic.

POSTAGE RATES FOR BOOKS

We hold that books are one of the most important influences in maintaining the morale of the American home, and their general circulation is greatly to be desired. We deplore the discrinimation against books in the present postal law, and urge the desirability of recommending to Congress that books be admitted to the same privileges in the mails that are granted to periodicals and magazines.

APPRECIATION OF HOSPITALITY

We express appreciation of the many courtesies and generous hospitality extended to the members of the Association by the staff of the schools, civic organizations, public officials, and by private citizens of Philadelphia. We appreciate the service rendered to teachers and to the cause of education by the reports of our deliberation published by the local press and by leading newspapers throughout the nation. We have been able to do our work and to enjoy our sojourn in the city that gave birth to our Association because of the careful foresight and untiring effort of scores of workers who have contributed so generously to the success of our annual convention.

Officers Elected

PRESIDENT, Francis G. Blair; vice-presidents, Mary McSkimmon, first vice-president, by virtue of her position; Claude W. Sandifur of California, Florence M. Hale of Maine, Selden M. Ely of Washington, D.C.; P. P. Claxton of Oklahoma, Helen B. Shove of Minnesota, Mary Ulen of Oregon, Mrs. Jessie M. Fink of Michigan, Ira T. Chapman of New Jersey, Harold W. Foght of South Dakota, Sue M. Powers of Tennessee, Arthur J. Matthews of Arizona.

Treasurer, Henry Lester Smith of Indiana.

The Finances

WALTER R. SIDERS, superintendent of Pocatello, Idaho, chairman of the Board of Trustees of the Association, presented "The Budget," which accounted for the coming in and the going out of nearly a third of a million dollars. To those of us who remember the days when the receipts were small and the payments light this vast income is beyond the reach of the imagination, and we wonder at the skill with which it is handled. Mr. Siders is a master in making statements as clear as crystal, and his reports are as fascinating as fiction because they balance most delicately.

The Supreme Achievement

THE one really great literary event of the meeting was the address of Mrs. Dorothy Canfield Fisher of Arlington, Vermont, whose fame as an author is no greater than her attainment as a public speaker. It is safe to say that there has been no address before the National Education Association on any occasion with higher literary finish set off with greater ease or higher charm than that of Mrs. Fisher on Saturday evening before the National Council of Education. Dr. Henry Lester Smith's inauguration of his administration with this address was enough to shed a halo over the Council for many a day.

Some of us could not forget the days when her illustrious father was secretary, and later president of the National Education Association. Nor could we forget the years when "Dorothy," as girl and maiden, graced the home of the college professor in Lawrence, Kansas, of the State University president at Lincoln, Nebraska, and at Columbus, Ohio.

The Auditorium Sessions

THE vast auditorium was well filled on all occasions, and it was easy for every one to hear every word spoken from the platform if the speakers knew how to talk at the broadcasting machinery.

The voice was mechanical as it dropped down upon the audience, and it was a terrible sounding affair to the speaker unless he knew how not to speak in a microphone. William McAndrew was the first to master the mechanics of the instruments. His moderation was his salvation. His genius in phrasing sentences as no one else ever phrased sentences kept the machine busy in mastering his masterfulness, and his heroic home-run hits kept the bleachers so happy that they had no time to quarrel with the umpire who metallicized the words. It was as good as a circus to see how skilfully McAndrew conquered the curves of the machine which made many speakers "strike out" when they went to the bat.

The Flag

THE beautiful silk flag which was always in evidence on the platform is the property of the Department of Superintendence, and was brought to Philadelphia by Secretary S. D. Shankland, whose attention to every feature of the summer meeting of the Association is as genuine professional service as to his own winter meeting. Team work at 1201 Sixteenth Street is responsible for the enhanced success of all features of the National Education Association.

A Department of Education

IT WAS everyway clear that real progress has been made in advancing the interest of a Department of Education with a secretary in the Cabinet. Halting hope is giving way to genuine faith that the children of America will have an honest official champion whenever the interest of future Americans is jeopardized.

The honest doubts expressed in the discussion were more fairly answered than on some other occasions. Dr. George D. Strayer was happy in his enlightenment of those who sought enlightenment. Dr. Charl O. Williams has achieved more tangible results, but it was Kate Wofford of Laurens, South Carolina, who created a heart-throb of conviction which not only made one delegate ask to have his vote changed from "No" to "Yes," but made practically every opponent hope that children would have a champion in the President's Cabinet.

Georgia's Contribution

KATHERINE DOSIER of Gainesville, Georgia, was one of the new voices that sent a thrill of hope through the audience. It was such as she, Kate Wofford, and R. L. Cooley that lifted Miss McSkimmon's program so high that it went over the top gloriously.

What Coolidge, Hoover and Lowden were on the Washington program. Wofford, Cooley and Dosier were on the Philadelphia program. It required no wisdom to know that the President of the United States, the Secretary of Commerce, and the ex-Governor of Illinois would be spellbinders, but it did require great faith on the part of Mary McSkimmon to believe that a county superintendent in South Carolina, a director of vocation in the public schools of a city, and a welfare worker with mill children would make the program of a great convention famous.

President McSkimmon Honored

PERSONALLY, we were a little better satisfied with the Massachusetts dinner to Miss Mary McSkimmon than with any other feature of the Philadelphia meeting. It was largely luck, as success always is. It just happened that no one talked too long, and no one was out of harmony with the occasion. These are the two indispensable requisites of after-dinner speaking.

William McAndrew set the pace in his happiest mood. Superintendent J. M. Gwinn came in at the right time to avoid a "static." This was his brief and sparkling "Toast to Mary McSkimmon":—

> Here's to Mary McSkimmon,
> Who combines all the charms of the women
> With the wisdom of men
> Multiplied by twice ten,
> That's why our Mary's so winnin'!

Miss Julia Sullivan of Boston, president of the Department of Classroom Teachers, who has had as remarkable a year of service as has Miss McSkimmon, maintained her reputation for doing the right thing in the right way in her appreciation of the functioning of the president.

Dr. Charl Williams was especially skilful in her appreciation of the personal element in Miss McSkimmon's leadership in and from the Washington headquarters.

Olive M. Jones, than whom no one was more proud of the election of Mary McSkimmon at Indianapolis, was exuberant in her appreciation of the great success of the Association under the leadership of the year.

Margaret Maguire, Philadelphia's nationally recognized teacher-speaker, spoke for the city

in the unavoidable absence of Superintendent Broome. Dr. Fred M. Hunter of Oakland and Dr. Jesse H. Newlon of Denver, past presidents, who are ardent champions of the policies of Miss McSkimmon, were unreserved in their characterization of her noble leadership. Estelle Carpenter of San Francisco, one of the eminent leaders in magnifying music in community service through children, was artistic in her delightful appreciation. Henry Turner Bailey's tribute to the masterful leadership of Miss McSkimmon in her Brookline school was captivating. Dr. George D. Strayer presented Miss McSkimmon to the company by way of appreciation of her official associates.

The event of the evening, however, was the address of Miss McSkimmon, whose look backward and look forward were as brilliant a bit of autobiographical art as we have heard on any platform. That of itself would have made the occasion memorable. The presiding genius was Miss Annie Carleton Woodward of Somerville, the Massachusetts director of the National Education Association.

A Famous New Leader

R. L. COOLEY, director of Vocational Education, Public Schools, Milwaukee, was one of the captivating inspirations of the week. "Industry's Interest in the Education of the Child" was one of the few epoch-making deliverances of the entire meeting. It was positively great. It was noble statesmanship by a skilful crusader. That address would be a more effective argument for the Child Labor Amendment than any six other champions whom we know. Mr. Cooley is spoken of as the Colonel Francis W. Parker of the day. He not only talks effectively, but he has a demonstration in Milwaukee that glorifies his philosophy.

The Washington Headquarters

IT HAS been a joy to follow the evolution of efficiency of the headquarters of the National Education Association since they were established in Washington. A "Pageant of Progress in Administration," from the days when the income was small to that of an income of a third of a million dollars would make a wonderful film.

From year to year, yes, from July to February, or from February to July, is always a marvel of administrative progress, and in no four months has there been as great progress as from Washington in February, 1926, to Philadelphia in July, 1926.

The obstacles to be surmounted by Harold A. Allan were more serious and the problems to be solved were more complex than ever before. The way that Secretary Crabtree left the surmounting of obstacles and the solving of the business problems to the business manager was superb, and the way Secretary S. D. Shankland of the Department of Superintendence stood by Mr. Allan loyally, energetically and skilfully, helped to lubricate the machinery so that no one from June 27 to July 2 would suspect that there had been any anxieties from March 4 to June 26.

Success Through Co-operation

JOSEPH R. WILSON, director of education and social economy of the Sesquicentennial Exhibition Association, was as devoted to the success of the arrangements for the meeting of the National Education Association as was Secretary J. W. Crabtree, who "lives and moves and has his being" for the success of everything every hour of every day of every year.

Few will ever know what was necessary to be done in the last few days before the auditorium could be open for the use of the National Education Association, but Harold A. Allan and S. D. Shankland had to lie awake nights watching the achievements under Director Wilson's skilful and energetic command of forces.

Miss Hale's Masterpiece

FLORENCE M. HALE has captivated as many audiences from sea to sea, from lakes to gulf, as has any woman with no official prestige. Her great capture was of the audience of San Francisco in 1923 with greater handicaps than any other speaker has had in our day. From that minute her fame was secure, and she has been "high man" in convention demand and in platform achievement. At the Philadelphia meeting she demonstrated artistic skill and professional masterfulness better than ever before.

A Notable Surprise

THE delightful surprise was the fascinatingly brilliant new voice and charm of Miss Kate Wofford, of Laurens, South Carolina, superintendent of Laurens County. She was one of the famous discoveries of Miss McSkimmon in her exploiting excursions. Miss Wofford's address on "The Child and the New South" was simply wonderful, but her great capture was her impromptu discussion of the Bill for a Department of Education, when she carried off all honors on that subject for all time. No voice of the South has ever had a nobler resonance than has hers.

Service Recognized

AT THE dinner to Dr. Randall J. Condon, president of the Department of Superintendence, the recognition of Dr. Condon's service and personality was by Dr. William M. Davidson, who is past master in assembling the achievements of any leader. On this occasion he was especially effective and attractive in his characterization of the experiences of Dr. Condon. Dr. Condon in his address placed the emphasis upon the opportunities that have been his, and upon his appreciation always of the responsibility fruiting from opportunities.

Miss McSkimmon provided a place for appreciation of music on the general program, and the dinner in recognition of music was a real success. School music should be recognized as one of the most vital factors in a child's education.

Administrative Women

MINNIE J. NIELSON, president of the National Council of Administrative Women, had the most satisfactory meeting in the history of that department even though it was merely a breakfast. There was a real vision for administrative women. There were those who even suggested an official publication. Yes, and some who thought it feasible to have an executive secretary. Why not? Their department is allowed five hundred dollars a year, if we are rightly informed, and if they demonstrate professional virility there will be more money available. Margaret Maguire was Miss Nielson's eminently successful assistant.

The World Federation

AS ALWAYS Dr. Augustus O. Thomas, commissioner of education in Maine, and president of the World Federation, elected at San Francisco in 1923, and in Edinburgh in 1925, made a clear and forceful report of the Scotland meeting with an attractive appeal for the Toronto meeting, but few were prepared for such a masterful presentation of the whole subject of world education through the World Federation as was presented by Dr. William F. Russell of Columbia University, who was the director of the interests of the United States at the Scotland meeting. He has been known as wise in counsel, alert minded in emergencies, and courageous in action, but he had not demonstrated as at Philadelphia the skilful and masterful platform championship of a great cause.

The National Education Association is in honor bound to stand by the World Federation loyally and devotedly, focusing its functioning at the Toronto meeting.

Miss Arnold Appreciated

THE dinner given in honor of Miss Arnold was of exceptional significance. No other woman has had the same grouping of opportunities, and none has attained eminence in so many lines of activity. She is widely known as a brilliant and captivating speaker on all occasions, and her fame as the writer of school books is widely recognized. No other woman has been of equal service as the author of school books or of professional books for teachers. But the younger members of the profession do not realize that she was eminently successful as a classroom teacher in Massachusetts and Pennsylvania before she attained national fame as assistant superintendent in Minneapolis and in Boston, though they can but know that she was internationally recognized for her leadership as Dean of Simmons College when it was created as the woman's comrade of the Massachusetts Institute of Technology. Miss Arnold is on the Massachusetts State Board of Education, on which she has served devotedly and efficiently for many years.

Since her retirement from the deanship she has come to the assistance of Mrs. Herbert Hoover in the brilliant leadership of the Girl Scout organization. It was a rare privilege to be at this dinner, and also at the dinner which the Girl Scouts of Pennsylvania, under the guidance of Mrs. Hoover, gave Miss Arnold.

A Gracious Act

DR. UEL W. LAMKIN, president of the State Teachers College, Maryville, Missouri, a man of varied and successful experience, with exceptional personal acquaintance, highly popular as state superintendent, and especially as director of the Rehabilitation of World War Soldiers; as president of the State Teachers College, to which he has brought exceptional administrative skill, has developed a large personal following as the candidate of Missouri for the presidency of the National Education Association, added materially to his reputation by moving to make the election of Dr. Francis G. Blair unanimous, saying most gracefully that there would be no sore spot resulting from the campaign.

If it cost two-and-a-half million dollars a year for five years to get the Eighteenth Amendment passed what chance is there for the Child Labor Law with the money all on the other side?

Noble Sacrifice

MISS McSKIMMON'S administration will go into history famous for rhythm, melody and harmony, and this because of a few exceptional cases of noble self-sacrifice of which few knew anything. One of these rare cases was that of a New York City public school principal. There has been a really disturbing situation in New York City and State in relation to the directorship. Undoubtedly the situation was created in good faith with full belief that good would come of it. At Indianapolis through an unhappy occurrence there was passed on to the Philadelphia meeting a situation that could but be deeply troublesome. On the surface of things all of the facts were on the side of a New York woman prinpal, and naturally, those whom she represented insisted that she stand her ground. This was fully expected, but this woman, whom we shall admire always, said heroically: "The thing the Philadelphia meeting needs is harmony, and I'll breathe no discord," and sacrificed her position of advantage.

International Vision

DR. JOHN H. FINLEY, of the New York Times, who has been president of Knox College and of the College of the City of New York, and State Commissioner of New York, as well as the editor of a great monthly magazine, has always thought in international terms, and now, as an editor on the world's most famous daily paper, he has had opportunities to know important foreign countries intimately, and to serve some of them most nobly. His address at Philadelphia struck a high note when he proposed that the United States should do for France, Germany, and other countries, as they settled our claims against them, as we did with China's settlement of our claim in the Boxer War.

Rotarians' Round Table

AS USUAL one of the important luncheons was that of several hundred Rotarians. This time Superintendent Edwin C. Broome was president. This organization and the kindred organizations which follow its primary purposes are the greatest socio-civic creation of modern society. A quarter of a century ago there was no city in the New World in which every week there was a luncheon of business and professional men on a purely democratic basis. Now each week more than a quarter of a million business and professional men meet on a purely democratic basis and hail one another by their everyday names.

These quarter of a million men have ostracized profanity, vulgarity, and smutty stories in men's clubs. These clubs are the most wholesome business and professional influence in America.

At the Philadelphia meeting of Rotarians Miss McSkimmon made the best, everyway the best, address to a body of business men to which we have ever listened.

The best music we have heard at a meeting of Rotarians was by the Sesquicentennial Harmonica Band of sixty lads. Their uniforms, the best attainable, were the gift of one of Philadelphia's prominent citizens. The boys sang as well as played, and their musical demonstrations were rare in every way. The band originated in 1923 to interest boys in musical instruments the technique of which could be easily mastered. The harmonica was chosen as one simple instrument which might arouse interest enough to create a desire to play others. Their leader, Albert N. Hoxie, head of the Philadelphia Boy Music Movement, has also organized the Philadelphia Junior Civic Symphony orchestra, having 250 boys, and the Junior Civic Brass Band, composed of 175 boys. He has been ably assisted in his work by Sydney J. Winfield of Philadelphia, and over 60,000 boys and girls owe their musical career to this great movement.

Pennsylvania's Dean of Education

DR. WILLIAM M. DAVIDSON, superintendent of Pittsburgh, is now the Dean of Education in the state, having survived the superintendents of the large cities and the presidents of the Universities. He was honored as state host to the visiting delegates as Dr. E. C. Broome was as the educational host of Philadelphia. Dr. Davidson is always skilful in marshaling significant facts and arraying them on dress parade as occasion demands. Pennsylvania's civic and educational history lent itself delightfully to his needs.

Parent-Teacher Activities

MRS. A. H. REEVE, president of the National Congress of Parents and Teachers, was as earnest an educator and as devoted an attendant upon the meeting as any officer of the Association, and her various addresses were highly gratifying to the teachers. There was nothing of the "holier than thou" attitude at any time. She could "discuss" conditions and situations without "cussing" anybody or anything. We have been associated with her in several states and under varying conditions, and we have always appreciated her sanity and service to the cause of education.

"Who's Who" in Rural Schools

MRS. MARIE TURNER HARVEY, Kirksville, Missouri, gave a "Who's Who" of the Porter School boys and girls who were there when she began her famous work with the Porter School of Kirksville. It is by far the most remarkable group of achievements recorded of any school in city or country. The percentage of professional men and women and of musicians is phenomenal.

Professional Activities

THE chief professional activities are those of the legislative secretary, Dr. Charl O. Williams, who has demonstrated remarkable skill and wisdom in professional leadership, and the chairman of the legislative committee of the executive committee of the Association, Dr. George D. Strayer, whose extended service, forceful personality and heroic professional virility are of inestimable service.

It is fully expected that vast professional service will be developed in the promotion of residential relief for retired teachers under the brilliant leadership of Olive M. Jones, whose service to the teachers of New York City and State led to the national prominence which has come to her.

A Significant Address

CAMERON BECK, personal director of the New York Stock Exchange, was not only the first notable representative of the financial world to honor the National Education Association with a masterful address, but he was one of the very eminent men on the Philadelphia program. One could but wonder how Miss McSkimmon brought to her program so many really wonderful discoveries. Cameron Beck's message was every way of as high quality and of as great significance as anything said by President Coolidge, Secretary Hoover, or Governor Lowden at Washington in February.

Headquarters Staff

THE best use of a third of a million dollars for the good of children who will soon be the makers of the America of the future is the great mission of the officials of the National Education Association. The headquarters staff under the general direction of the executive secretary, J. W. Crabtree, the executive secretary of the Department of Superintendence, S. D. Shankland, and Harold A. Allan, business manager, is primarily responsible for the wise management of the affairs of the Association, and the success has been exceptionally creditable, as the annual reports show.

In the details of service equal credit must be given to the dean of the staff, Helen T. Hixson; the editor, Joy Elmer Morgan; Charl O. Williams, legislative secretary and field agent; Agnes Winn, director of classroom service; John K. Norton, research director; and T. D. Martin, promoter of membership. These have all demonstrated expert efficiency as well as ardent devotion to the profession.

There must always be non-administrative leaders who drift into general management. Chief of these at present is Walter R. Siders, chairman of the Board of Trustees of the Funds of the Association. He is the only person who has occupied this office who has not been a president of the Association. The chairmanship was held for many years by Nicholas Murray Butler, who was succeeded by Carroll G. Pearse. His responsibility is greater than that of Mr. Pearse and infinitely greater than was that of Dr. Butler, and never has there been more scientifically masterful reports than are those of Walter R. Siders.

The Board of Directors is the real managerial force of the Association. This consists of the president, the retiring president, the treasurer, the chairman of the Board of Trustees, and the secretary. At present the Board of Directors is composed of President Blair, First Vice-President McSkimmon, Treasurer Smith, Chairman Siders, and Secretary Crabtree.

A Highbrow

I THINK it was Walter R. Siders who characterized a highbrow as a person with more scholarship than intelligence.

A Disappointment

The disappointment of the week was the inability of Rabbi Stephen S. Wise to meet his two appointments, for he was to be the outstanding platform attraction of the entire meeting. There is no one in America whose name on a program sends a more responsive thrill of anticipation than does his.

Secretary Crabtree's Report

AS ALWAYS the notable feature of the reports is that of Secretary J. W. Crabtree.

In 1917 the entire membership in the Association was barely 10,000; in 1918, 22,000; in 1919, 39,000; in 1920, 54,000; in 1921, 88,000; in 1922, 109,000; in 1923, 132,000; in 1924, 138,000; in 1925, 159,000. This has greater significance than words can express.

In 1921-22 there were 1,100 hundred per cent. membership schools. In 1922-23, there were 1,800; in 1923-24, 1,950; in 1924-25, 3,100; in

1925-26, 4,300. Who can estimate what this means as demonstration of professional devotion?

The life membership record is the most suggestive. In 1921-22 there were too few in increase to deserve mention. Even in 1924-25 there were but thirty added, but in 1925-26, in nine months there were 184. And this feature has but begun to bear fruit.

The membership income in 1921 was $107,738; in 1922, $167,991; in 1923, $174,392; in 1924, $206,225; in 1925, $240,062; in 1926, $291,081.

The financial report is joyful reading. Permanent invested funds, $293,321. In the bank available for current requirement, $58,875. Other assets, "good as gold," $51,705, making a total of more than $400,000.

In 1923-24 there was only one month, January, when there was a balance, and then it was only $3,414; in 1924-25 there were only two months, January and June, with a balance, one with $6,460, and the other with $4,155.

In 1925-26 there was a balance of from $38,468 to $76,067 every month after November 1. The only deficits were on September 1, October 1, and November 1. Who can visualize that financial improvement?

The total income, 1923-24, was $296,275; 1924-25, $348,353; 1925-26, $395,456.

There are more than four hundred life members, and this number should be increased one hundred per cent. in 1926-27. We are confident that it will be.

Other Reports

GEORGE E. CARROTHERS, College of Education, Ohio University, Athens, for a committee of fifty made an elaborate report on Community Relations.

E. Ruth Pyrtle, Lincoln, Nebraska, for a committee of fifty made a report of seventy pages on Teachers' Retirement Allowances. This is the most complete study of its kind, as well as the latest, that has been published. It is an invaluable document for use whenever and wherever there is to be a campaign for pensions by whatever name it is called.

Dr. Fred M. Hunter, one of the most heroic and scholarly men among the leaders of the profession, speaking for a committee of one hundred, faced all hues and tints of the Teacher Tenure Problem. He made no attempt to present a solution of the problem, but told what is being tried and where can be found all the literature on the subject.

Dr. Joseph Rosier, State Teachers College, Fairmont, West Virginia, presented the first adequate report on standards for admission to the teaching profession in the various states, for maintaining standards while in service, and for credits for experience and success in teaching. This report was one of the most important studies of the year. The keynote of Dr. Rosier's report is in this paragraph: "There should be a general movement among the masses of classroom teachers for the elevation of teaching standards. If we are to have a teaching profession it must be based upon the adequate training and professional knowledge and skill of those who do the actual classroom teaching. The great majority of elementary and high school teachers of the country are ambitious and willing to meet the requirements which are imposed upon them. These requirements will be accepted with greater willingness and there would be much broader co-operation in meeting them if there is a widespread feeling that such standards have been set up by the teachers themselves. Teachers should realize the fact that we cannot have a real teaching profession as long as such a large proportion of teachers as we now have is below the reasonable standards which are now fixed by the more progressive communities."

Ethics in the profession was dealt with in a broad as well as an intense way by a committee of fifty of which Sarah T. Muir of Lincoln is chairman. It is a document of sixty pages. It is a courageous attempt to professionalize all phases of educational activities. There is no question about the need of a code of ethics for teachers and other educators, and it is not too early to think about it and "resolve" about it.

Dr. Henry Lester Smith of the State University of Indiana, and president of the National Council of Education, made a fifty-page report on Part-time Schools which is every way worthy of the Council it represents.

Miss Olive M. Jones made a report on "Behavior Problems of Children," which was the most important contribution of the week on character creation. We know of no one who has had as notable success in recreating manliness in wayward boys as has she. Those who have come to estimate her professional service by her activities in the New York City, New York State, and National Education Association, valuable as this service has been, fail to see the Olive M. Jones whose influence as a school principal first won her national fame. The following suggests the spirit of her report:—

"In every public school children can be found who seem unable to adapt themselves to the usual requirements of group life in the classroom and on the playground. These children may be problems in scholarship or behavior. Improper classification or methods of instruction at school, unwise management at home,

broken homes, poverty, lack of suitable recreation, mental or physical defect are among the causes which make them what they are. Many of these causes can be altogether removed or greatly lessened in effect if the right means of diagnosis and treatment are available at the right moment. Efforts to provide such means are already being made in progressive school systems through the establishment of various bureaus and staff services. Thus far, little co-ordination of these services has taken place, hence comparison of results or realization of common interests in a common field has been difficult.

"These children are also the concern of social-service workers within the educational system and in social agencies which deal with problem children and with problem adults. Such workers are increasingly conscious of the fact that all modern scientific treatment of anti-social conduct is essentially educational or re-educational in character. They believe that the appropriate time for this treatment to be applied is when the first symptoms of maladjustment appear and they recognize the strategic position here held by the public schools. The successful treatment without resort to court action of more and more problem children indicates further possibilities along the same line, both by special agencies and within the educational system."

Dr. Harold W. Foght, State Teachers College, Aberdeen, grouped rural school reports by Caroline S. Woodruff of St. Johnsbury, Vt.; Edith Lathrop, Bureau of Education; O. W. Neale, Stevens Point, Wisconsin; Florence M. Hale, Augusta, Maine; A. G. Yawberg, Cleveland; Samuel H. Cohn, Sacramento; Anna Swenson, St. Paul; W. E. Holbrook, Little Rock; Macy Campbell, Cedar Falls; Jasper L. McBrien, Edmond Oklahoma; J. C. Muermann, Durant, Oklahoma; and L. P. Sipple, Aberdeen.

Naturally so many reports on so complex a subject led to innumerable suggestions. This committee of one hundred is continued for another half-year, and will make a complete report at Dallas in February.

All-Year School

H. C. WEBER, superintendent, Nashville, made as noble a defence of the all-year school as we have heard. He has made the best success that has been made in any city, demonstrating every statement made by the Livingston Farrand-M. V. O'Shea study of the Newark situation. Mr. Weber's sanity is equal to his professional zeal, and more could not be said.

Elementary School Principals

UNDER the leadership of the president, Ide G. Sargeant, Paterson, N.J., the Elementary School Principals Department had official breakfasts every morning, a big banquet on Wednesday evening, and three half-day sessions. Helen V. Shove of Minneapolis, vice-president, and Miss E. Ruth Pyrtle of Lincoln, Nebraska, secretary, were vital factors in the promotion of the success of the eight feastings and other sessions of this department.

Department of Classroom Teachers

UNDER the skilful and brilliant leadership of its president, Julia E. Sullivan, Boston, the Department of Classroom Teachers held two of the most important sessions in its history. The Boston Board of Education set a new pace in giving Miss Sullivan a leave of absence for several months without loss of pay, and she has made an extensive tour, speaking at many state associations, city and county associations and Teachers Colleges. The effect of Miss Sullivan's field service was clearly seen in the spirit and harmony of the Philadelphia meeting. At one meeting Miss Sullivan had important addresses by Joseph Rosier, president of Teachers College, Fairmont, West Virginia; Milton Fairchild, Chevy Chase, Washington, D.C.; Guy M. Wilson, Boston University; Annie G. Scollard, Boston; Mrs. A. H. Reeve, president, National Congress of Parents and Teachers; and James F. Hosic, Teachers College, Columbia University. It was one of the outstanding events of the Philadelphia meeting.

Visual Education

THE Department of Visual Education, Ernest L. Crandall, New York City, president, had six sessions with more than twenty formal addresses, chief of which seemed to be that of Dr. Thomas E. Finegan, Dr. William M. Davidson of Pittsburgh, and Olive M. Jones of New York.

Junior High School

FOR the first time the Junior High School Conference, under the leadership of Philip W. L. Cox of New York University, was one of the vital functionings of a meeting of the National Education Association.

Home Economics Association

THE Department of Home Ecomonics was exceptionally interesting and professionally valuable because of the programs arranged by Adelaide Steele Baylor of the Federal Board

for Vocational Education and because the meetings were held in Drexel Institute, but chiefly because of the inspiration of the presence and addresses of Sarah Louise Arnold.

Visiting Teachers

THE National Association of Visiting Teachers held seven sessions of various kinds, with Edith M. Everett of Philadelphia as president and inspiring leader.

Thrift Education

AS ALWAYS, Arthur H. Chamberlain of San Francisco succeeded in arousing and sustaining interest in thrift education. He called to his assistance, despite their many other duties, men like Dr. Edwin C. Broome of Philadelphia, Dr. Fred M. Hunter of Oakland, Avery J. Gray of Los Angeles, Orrin C. Lester of New York City, and Florence Barnard of Brookline, Massachusetts, who won the national prize for an essay on thrift education, and is the author of "Outline on Thrift Education," the most important contribution to the cause that has been made.

League of Teachers Associations

THE National League of Teachers Associations, Harriet E. Schofield of Minneapolis, president, held its first meeting in connection with the National Education Association. Among the speakers were Dr. William H. Allen of New York, Edward LeRoy Moore of San Diego, Florence Kimball of Minneapolis, Myrtle U. Hooper, Gladys Evelyn Morehead, Los Angeles, and Robert R. Smith of Chicago.

The Challenge of Childhood

By MARY McSKIMMON
President of the National Education Association

SIXTY-NINE years ago the National Education Association was born in this same great city. What was its object? Here is what they said in the proceedings for organization: We call "To all practical teachers who are willing to promote the educational welfare of our country, by concentrating the wisdom and power of numerous minds, and by distributing among all, the accumulated experiences of all who are ready to devote their energies and contribute of their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine, believe that the teachers of the nation should be gathered into one great Educational Brotherhood."

There is not the slightest reference to the child that gave these dignified workers their excuse for working. The dignity, respectability and usefulness of their calling seems to be wholly apart from any solving of problems arising in the teaching of children. Do you suppose they dreamed that they had any responsibility for the misbehavior of the children of the next generation, pilloried by that keen satirist, William James, in "Daisy Miller," whose naughty little brother stands out for all time as a specimen of the age? Do you not believe that if in that far beginning they had undertaken to study the material with which they worked, the children in their schools, that the emolument and dignity they craved might have come a little soooner? That is the thesis upon which the program of this, the second meeting of the National Education Association in Philadelphia, is based.

How the study of the problems of childhood has united us! Is anything in this Association more worthy of our earnest wonder than this spirit of being one in heart and mind throughout the land? We have no national system of education and yet with these common ideals and common aspirations born of thoughtful counsel for the solving of our mutual problems, we are coming into a new unity. One of us may go from Eastport to San Diego to teach and find the waiting task essentially what was left behind. Through this mingling of teachers in our Association of all rankings in working together on committees, in departments, in the groupings about common interests, we are developing a system of education that is beginning to take on a national color and is hastening the day when as a nation we may lose our provincialisms and learn to take a more inclusive point of view.

What answer shall the American school make to the challenge of developing noble character? Through the better adaptation of the school curriculum and its recognition that children have bodies as well as minds, the old importance of the discussion of discipline and punishment has passed. Initiative, leadership, responsibility have taken the places of coercion and autocracy. Nature study has abolished thoughtless cruelty, and school gardens have established respect for the property of others.

What untold blessings to the school have thus been wrought. The school children of a good school are better behaved today probably than children have ever been, in their attitudes toward dumb animals, toward each other, their teachers, and the world at large.

The Declaration and the Schools

By WILLIAM McANDREW

Superintendent of Schools, Chicago

FELLOW Citizens: The Declaration won immediate acclaim. It put into simple form and happy phrase ideas familiar and widely approved. The signers represented men afire from the friction of a powerful government grinding upon the large and little affairs of the day's work. Resolved upon escape, they sought to show a decent respect for the opinion of mankind by a list of the reasons for starting a government of their own. The bulk of the Declaration, as you well remember, consists of recitals of the repeated injuries and usurpations by the King of Great Britain. Few of us care much about them now. If any king since George III desired to repeat the acts enumerated, his chances dwindled to the vanishing point. But in the expression of the general principles which were declared as major premises to justify our independence there are thoughts in the Declaration still considered vital. These are the ideals by which the free nation was to work out its destiny.

In 1776 we accepted them as axioms. We held them as truths not needing any argument. We declared them self-evident. All men are born equal. They are endowed with certain unalienable rights. The most important are life, liberty, and the pursuit of happiness. Government is for the purpose of securing these. Government depends on the consent of all the people; when government fails to give us our rights it is our duty to abolish it and to institute a new system. This should not be done for light and transient causes; but when there is a long train of abuses and usurpations, we must reform our social, our political scheme. This was the original American gospel. The first and fundamental principle of it is equality. It is the only feature I will discuss here.

As different states of this union, after the Revolution, composed their constitutions, they wrote this proposition into their fundamental laws. Says Massachusetts in 1780: "All men are born free and equal." Says New Hampshire in 1784: "All men are born equally free and independent." In this manner begin the constitutions of newer states. "Equal rights" resounded the world over as the American salute of a new day. Scottish poets glorified it in song; royal personages made it their motto, foreigners carved upon their civil palaces: Liberty, equality, brotherhood.

THE GREAT DESERTION

The doctrine of equality has waxed and waned during these hundred fifty years. The most formidable attacks upon it belong to the forty years beginning in 1826. We shall consider the earlier defections in a few moments. In the generation before our civil war, equality, the right of a man to his life, and his liberty, if that doctrine were applied to men of a certain color, meant an overturn of existing laws and usages, and, so said many prominent men, was a danger to the union itself. Therefore, even in America, innumerable persons of high standing, of distinguished talent, addressed themselves to arguing into nothingness the proposition of our national charter. Comes Rufus Choate with his ridicule of "the glittering and sounding generalities" of the Declaration. Comes Governor Hammond with the explanation that "our forefathers were too excited and angry to tell the truth." Comes the Reverend Ross with the charge that "every word of it, every jot and tittle is the claim of infidels." Comes Calhoun with the argument that "equality must be the equality of citizens in the eyes of the law, but to establish an equality of condition of all men would be to destroy both liberty and progress."

Perhaps you are familiar with some of the various attempts at ridicule upon the signers for their absurdities. Every few years somebody discovers that the framers of the Declaration were crazy. Everybody knows that men are not born equal. Willy Thompson was born with an impediment in his mouth; Percy du Mond, with a silver spoon in his; Rosa Nixon, with the countenance of an angel; Ann Simons with a face to stop the whole industry of Waterbury. In the birth record of Philadelphia, July 3, is recorded: "Born to William Wilson and Jane, his wife, a son, nine pounds; and to George Carver and Ann, his wife, a daughter, twelve pounds." Is nine the same as twelve? On the committee which framed the Declaration of equality was Dr. Benjamin Franklin, in the front rank of men of science, a pursuit hostile to wild generalities, a cult which measures, and weighs, especially words. On the committee and charged with the wording of the document, was Mr. Jefferson, also a scientist, a lawyer, trained in careful and exact speech. How shall we account for their setting down in the most important document ever attempted in their lifetime a dictum so absurd?

THE GLEAM OF A GREAT HOPE

A glance at the Declaration itself settles the manufactured difficulty.

Men are created equal in so far as certain unalienable rights are concerned, born equal

in their right to life, born equal in their right to happiness. To secure for ourselves and our posterity these rights to life, liberty, and happiness, we unite in an organization. We call it a nation; we call it a government; we call it the U. S.—us. How simple it is! How sensible! How old! How holy! "For God hath made of one blood," not of two bloods, blue blood and paler blood, high-born blood and low-born blood, but "God hath made of one blood all nations of men for to dwell on all the face of the earth."

Through the ages for almost two thousand years, runs this bright thread, this hope of humanity that all men are children of one father, even God, and are brothers, every one. The determined men in "the old State House in the City of Brotherly Love caught the gleam of it." They may have been excited; they may have been angry; they may have had a meagre knowledge of history, law, and government; they may have underestimated the selfish instincts of mankind; but they proclaimed a humane and generous idea. They exalted equal justice higher than power, patience above persecution, good will more than hate, peace superior to war. They pledged us to a declaration that beneath the accidents and fortunes that make distinctions between men and nations there lies a common humanity, to recognize which makes for concord upon Earth instead of strife. In declaring this, the men of '76 reached an exalted state of political enthusiasm, a civic ecstacy. Such moments of glory brighten the world for a time and grow dim in a cloud of argument, expediency and fear of being too good.

The best thought of the best men in their best moments runs at least three risks of corruption. The supply of best men varies, or they run out of best moments, or they substitute some of their second-best thoughts. Although the opposition of 1850 was the most brilliant it was not the first. Within a year some of the supporters of the Declaration were proposing that the curse of the country is equality. With the heat of the war cooled down there were not lacking Roger Shermans to declare that the people should have as little as possible to do with the government; Elbridge Gerrys to declare that men are suffering from too much democracy, Alexander Hamiltons to say that the public is but a big beast, many prosperous patriots to believe:—

"When everyone is somebody
No one is anybody."

THE RETURN OF THE FAITH

As long as Mr. Jefferson lived, and that was fifty years after the signing, his rejection of artificial distinctions rejoiced a multitude. General Washington and Mr. Adams, in presidential functions, had maintained much of the formality of a court. When Mr. Jefferson became president, the manager of these ceremonies asked him what would be the official order of precedence in going into dinner: should the Secretary of the Navy go ahead of the British minister or chase him, as the navy had the habit of doing when the English was in front of it? Mr. Jefferson proposed: "Let the order of precedence be this, that when dinner is announced those who are nearest the door shall go in first."

When Jefferson died and the second fifty years of our existence had well advanced, the number of admittedly best people who knew better than the framers of the Declaration was imposing. In the ranks of the anti-equality expounders were almost all of those who call themselves the leaders: thriving merchants, pastors of rich churches, public officials, college professors. But still, clinging to the improbable doctrine, was a multitude composed of the every-day common man, the sort of human stuff that was the first foundation of the country. He pushed one of his own into the nation's first place. In a superb burst of confidence and power, the American doctrine gets itself reaffirmed: "Our Fathers brought forth a new nation dedicated to the proposition that all men are created equal."

Whenever before had a nation been dedicated, consecrated, to a proposition? Religion had been so consecrated; churches had been thus dedicated. The United States had been in this manner founded, and had seen its underpinning chipped and chopped at by their own brilliant sons. But the Declaration, doubted, sneered at, discarded by many during a generation is redeclared upon the field of Gettysburg within the memory of some among you here. If anyone is entitled to tell what the American doctrine is it must be the world-accredited United States' representative, Mark Twain: "With us, no one is born with a right to look down upon his neighbor and hold him in contempt."

WHERE WE COME IN

What particularly concerns this assemblage is by what means the first proponents of this American doctrine intended it should chiefly be kept alive. All of the most eminent of them made themselves clear on that point. From their speeches, their pamphlets, their letters, their conversations, comes the repeated agreement that the agency for promoting this ideal shall be a system of public schools. They get it into one of their earliest and most important laws: "As necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." Here is the Revolution with a big R.

To take a process like education, which for thousands of years had been the power and armament of the better-born, the possession of "the gentleman and scholar," the emphasis on distinctions among men, and to make it the promoter of equality, is an amazing proposal. But no one who listens to the men of the Declaration can fail to grasp this meaning. You and I, looking down the vista of these one hundred fifty years, will see against that sunrise of '76 the fingers of Washington, Franklin, Adams, Madison, Monroe, Jefferson, pointed straight at us. You and I can hear the voices of DeWitt Clinton, of Webster, of Mann, of Stephens, of Lincoln, of Grant, of Hayes, of Garfield, of Roosevelt, of Wilson, of Harding, and of Coolidge, statesmen more than scholars, they all said it: "You are the appointed and ordained Evangels of the nation's gospel. No scholarship, learning, or culture of your old education may be put before this: that to train the people to a more perfect union, to justice, to domestic tranquillity, to the common defence, to the general welfare." The idea of equality—equality in the clear, dignified, and generous sense in which the Fathers conceived it—gleams bright in each constitutional requirement of our service.

WE ARE THE COMMONERS

We find ourselves peculiarly circumstanced to carry on this mission. The number of high-born among us is not oppressive. Sons and daughters of laborers, we carry in our blood the healthy distaste of snobbery. Some of us break out now and then with an itching for what we call "the aristocracy of brains." Some of us love to be called of men Rabbi, Rabbi, or to make wide our phylacteries on graduation day, and to deck ourselves in academic confectionery; but the old breeze of American ridicule will save us from carrying our mortar boards too high. On our regular working days, when we are properly clothed and in our right minds, do you know of any place where rich and poor, black and white, clean and dirty, can come nearer to equal rights than in the American schoolroom?

We have been put to some trial to get and hold our own equality. The school folk of '76 had amongst them enough scum of the earth to make them doubtful agencies for leveling up a nation. The genial Irving did us damage by collecting so much pettiness, cowardice, and contemptibility, and labeling it "Ichabod Crane, Schoolmaster." In my own day I have seen a marvelous lessening of inequality. The pompous pedagogical oracle in long coat and commanding style, the old settler who settled by his say-so every point in his teachers' meetings, the super-superior, grows fewer and farther between. He is leveling himself down. The sad-eyed sisters of sorrow who came mournfully among us to escape alms, and would make a poor-house of their schoolhouses, do not wail so numerously as was their wont. There are a few left who persuade magazines to give rewards to those of us who will smear the most sobs over our service—the size of the prize depending on the size of the sighs. But the number of us who have discovered that mankind despises a despiser, has, according to Statistician Tigert, increased 257 per cent. in twenty-five years. The last educational measurement survey demonstrates that the teachers' complaint of teaching is as the square of the distance from the real purpose of teaching, to wit: general welfare, not personal warfare.

According to the observations of the not over-optimistic Mark Twain, Elbert Hubbard, Walter H. Page, Brand Whitlock, Don Seitz, and Calvin Coolidge, checked by the statistical department of the Literary Digest, the American teacher has arrived at equality, and the only persons who do not know this are not of the general public but a few noisy survivors of the ancient tribe of the Kickapoos. This equality has not been achieved by self-pity nor by sniveling over contemptuous treatment, nor by rebellion, nor by adroit politics, nor by loud clamor for recognition, nor by a superior display of scholarship. The most distinct variation in the method of the teacher accompanying and justifying the change of public attitude from contempt to regard, has been the teachers' discard of self-conceit, assumed superiority, tyranny, severe correction, sarcasm, physical and mental punishment. In their stead have come professional preparedness, quiet self-respect, good manners, participation in social life, companionability, gentleness, affection.

Many of you here present are so used to these things that you can't understand how great a transformation it is. Mark Twain called it the marvel of our age. "We used to have to be driven to school," he said, "but I now know schools from which you have to drive the children home." My mother cried when she took me to school. When I recall the Great Stone Face in whose charge she left me, I don't wonder. But if that classroom had been in charge of any one of the hundreds of bright women whom I see every day in schools, I think I should have cried if mother hadn't let me stay.

Oh, pshaw! You can't put across the old inferiority stuff any longer. There isn't enough of it left. A committee of this Association collected last September a great pile of newspaper accounts of the opening of schools in

every state in the Union. No more of the old assumptions that Johnny hates his school and his teacher. On the contrary a country-wide record in the rural weekly and the city daily press that the American school has become an attractive resort—for the main reason that it is in charge of persons desirable to be with.

Hear, then, this sentiment to explain our realization of an American ideal: "The teachers: our fathers feared them; our children love and respect them, and, therefore, so do we."

Therefore, dearly beloved, having put off all hope of dominating by our superior learning, having cast aside the inferiority complex inherited from the days before the Revolution, having learned that it is un-American to look up to men too much, or to look down upon them at all, let us look on the level, and diligently teach our young citizens this duty of generous equality to all—a national trait which the Founders signed the Declaration to bring to pass. For in this observance of equality abideth the faith, the hope, and the brotherhood, without which our Republic must cease to be.

Discovering the Needs of Childhood

By JULIA E. SULLIVAN

President, Department of Classroom Teachers, Boston, Massachusetts

IT IS a source of much satisfaction to note the increasing, wholesome, cordial, intelligent co-operation between parents and teachers which the classroom teachers have helped to promote. No other instrumentality contributes so much to a pupil's success and all-round development as a feeling of confidence, cordiality and sympathy between parent and teacher. The advice of teachers has been eagerly sought in considering the desirability and practicability of launching certain movements which had to do with the protection of children.

The classroom teacher never loses sight of her tremendous responsibility in conserving the strong as well as in protecting the weak. Reports of her observations to principals, physicians, and other school officials on sanitation, ventilation, length of recitation periods, noticeable fatigue of pupils during certain activities have resulted in many corrective measures designed to provide and establish the most favorable conditions possible to secure for the children opportunity for all-round development.

The classroom teachers' plea for greater flexibility in the system of gradings and promoting has at last a salutary effect. For years teachers have been focusing attention on the dangers resulting from prolonged retardation. Through her discovery of the needs of the child and through the human quality of her guidance she sees the perspective of the partially developed boy or girl and makes reasonable allowances for limitations to which she has given careful study. The recognition of the fact that what is standard mastery in one child is only partial mastery in another and even ideal mastery in a third has had a marked influence in the provision for a differentiation of courses which is now a feature of almost all school systems.

The classroom teachers of Boston may point with special pride and satisfaction to their part in the solution of providing instruction for hospital children. Volunteers among the teachers responded cheerfully for the work, but one of the difficulties encountered was the fact that the only time when the volunteer teachers could assist the children (after regular school sessions) was not the part of the day in which the children were best fitted to receive instruction. Recognizing the urgency of the needs, a committee of teachers conferred with the school officials, with the result that teachers were assigned to hospital classes. The teacher's response to the needs of the child recognized no barrier, for the establishment of hospital classes and of definite school instruction to individuals confined temporarily in hospitals breaks down a barrier of tradition since it provides teaching apart from the classroom. The plea of the classroom teacher in her effort to convince parents of the wisdom of allowing their children to remain in school after the compulsory age has been reached is familiar to all. Another point that must not be lost sight of in treating of the teacher's response to the needs of children is the guidance and protection of that class of well disposed but over-worked children whose very expressions are indicative of the absence of a tenderly protected childhood and whose experience in contact with the world gives them a seriousness far beyond their years. The fact that these children develop into splendid examples of law-abiding citizens is directly traceable to daily contact with teachers of broad sympathy, largeness of humanity who are not only the discoverers of the needs of the different types of children but equally alive to the necessity of providing for those needs.

EDUCATION IN ACTION

Vassar Opens Euthenics Institute

Vassar's new euthenics institute opened with an attendance of forty-five women, one of them a great-grandmother, three young husbands and twenty-five children. The Institute of Euthenics, made possible by a gift of $500,000 from Mrs. John W. Blodgett of Detroit, will study problems of the American home from all angles—the relief of household drudgery, the improvement of family health, increasing the beauty of the home, the servant problem, and solving the many psychological troubles which crop up even in the homes of college graduates, such as discontented husbands, wives with thwarted talents and children with bad tempers who won't eat their spinach. "There is nothing we won't tackle," declared Dr. Henry Noble McCracken, president of Vassar College, in outlining the program. The institute is under the immediate direction of Anna Louise MacLeod, professor of physiological chemistry.

Campaign Against Dishonesty in Exams.

A vigorous campaign against dishonesty in examinations and in classroom work, with more drastic penalties for violations of the code, were decided upon by the Faculty of the University of Wisconsin a few weeks ago, upon the adoption of a report of a special committee of three professors and three students recently appointed to study the problem. A change in penalty from the former assessing of extra credits and probation to suspension for a semester or expulsion, is one of the committee's recommendations. Coupled with this is recommended a campaign to alter student sentiment. A change in the make-up of the faculty's discipline committee so as to include two students was also recommended.

Americans Educated But Lack Culture

The United States has more education and less culture than any nation in the world, according to Dr. Joseph Collins, neurologist and author, in an address before the recent meeting of the New York Library Association. "We go to school not to learn to think, but to finish a course," Dr. Collins declared. He added that "education in this country is always suppressing imagination. The only two educational institutions able to rid themselves of the curse of standardization and intolerance are the newspapers and libraries. A man who reads a good newspaper every morning for four years and follows up the leads of news, editorial comment and feature subjects, will secure a genuine education in geography, science, general literature, and—what is more important— a comprehension of world affairs and peoples."

Interesting Departure In Summer School Work

A. P. Hollis, formerly director of college visual instruction service and author of a number of studies on Visual Education, will conduct the second session of the DeVry Summer School of Visual Education in Chicago, for the benefit of teachers, ministers and other welfare workers for one week beginning August 23. The total cost of the school is borne by the DeVry Corporation and tuition is entirely free. Attendance will be limited to ninety students.

British Honor For Prof. C. H. Haskins

A recent news dispatch states that Professor Charles H. Haskins of Harvard has been made a corresponding fellow of the British Academy. Dr. Charles Homer Haskins is Gurney professor of history and political science at Harvard and former dean of the graduate school of arts and sciences. He was born in Meadville, Pa., in 1870, received his bachelor's degree at Johns Hopkins University at seventeen years of age, became a Ph.D. at twenty, and when twenty-one years old was appointed professor of history at the University of Wisconsin.

New York's First "Co-Ed."

To Miss Emily Palmer, later Mrs. Emily Palmer Cape, belongs the distinction of being New York's first "co-ed." In 1883 President Barnard of Columbia issued a call to the women of the state and vicinity to show their interest in the higher education of woman as offered by him in a course at the university. Emily Palmer, much against the wishes of her parents, was the only girl from New York City to respond to the call. At that time women were not allowed to attend the lectures. In a difficult two-hour examination in logic, the questions having been given out at lectures from which she was barred, she wrote a clear outline of the entire book, chapter by chapter. She was marked almost 100 per cent. At the end of her four years she requested that her diploma be given her privately, but Dr. Barnard insisted on her coming up to the platform in company with the men graduates, and the graduation of the first co-ed student in New York was greeted with much applause and many flowers.

College Girls Of U. S. Lauded

Intellectual development of women in other lands, notably in the United States, England and Germany, is being discussed before Argentine women by Maria de Maeztu, the Spanish educator. She describes the association of university women in America as the finest body of its kind she has found anywhere during many years of educational work. The women of Spain, Senorita de Maeztu thinks, have experienced radical cultural changes in the last ten years and are now "on the road to intellectual emancipation."

Provinces Support Many Canadian Colleges

The British Empire University Year Book reveals the fact that the majority of the universities of Canada are state institutions. In western Canada, there are four large universities, which receive annual appropriations from the provincial governments. The attendance roll of full-time students in the larger Canadian universities is given as follows: Montreal, 3,049; Manitoba, 2,207; Queens, 1,596; Alberta, 1,341; Laval, 1,705; British Columbia, 1,257; Dalhousie 782, and Saskatchewan, 714.

Spanish Studies In United States

The Pan-American Union (Washington, D. C.) has reprinted in attractive pamphlet form the article on "Spanish Studies in the United States," written by Henry Grattan Doyle, professor of Romance Languages in George Washington University, and published in the March number of the Bulletin of the Pan-American Union. The article discusses Spanish scholarship from the early days to the present, and has received considerable attention, notably in the Review of Reviews for April, 1926.

School Orchestras Proving Popular

Student orchestras, tolerated as a fad when introduced into city schools a few years ago, have increased in numbers and obtained such results that music lovers both within and without the schools are enthusiastic over the value of the work This value is believed to be twofold—increasing appreciation of music on the part of students, and the promise of future contributions to the musical life of the nation. Programs are largely made up of age-proved symphonies, overtures and concert numbers of recognized melodic beauty. Each year school orchestras and bands compete for honors in music festivals ranging in importance from sectional to national contests.

Father Attends School; Son Plays "Hookey"

Armando Rizo, fifteen, a pupil in the New York public schools, was recently brought before a magistrate for playing hookey for forty-three days. When the magistrate asked the father why he didn't see that his son attended school by impressing upon him the value of an education, John Rizo, forty-five, replied that he was setting an example by attending night school to improve his English. They had come from Spain the year before. The surprised magistrate made Armando promise to attend school regularly until he is sixteen. The truant officer disclosed the fact that other school children made fun of Armando because he is nearly six feet tall and only in Grade 5A, owing to his poor English.

Schoolroom Whipping Upheld in Germany

The educational committee of the Prussian Diet recently defeated a Socialist motion to discontinue corporal punishment in schools. Failing to get complete abolition of corporal punishment, the Socialists attempted to obtain abolition of corporal punishment of girls, but this also failed. They then introduced a motion to do away with whipping of children during the first year of public school when the average age is six years. This also met with no success.

Favors Sing Sing For Columbia Students

Algernon de Vivier Tassin, professor of English at Columbia University and secretary of the Artists' Council, which gives Sing Sing inmates instruction in music, painting and literature, recently declared that he would like to have the students of Columbia sentenced to Sing Sing. His idea is that a college should be more like a prison and a prison should be more like a college. He would like to see more discipline in college and less of it in prison. Professor Tassin said: "As to colleges, there are too many distractions, especially in a city, and the students would be better off if they had more of the seclusion and discipline of the prison. For a certain type of man a little prison is a splendid thing. I would like to send half of the boys at Columbia to prison for a while; it would be good for them."

Children of Mexico Seek Abolition of Bull Fights

The school children of Mexico have started a campaign against bull fighting. The movement began in a rural primary school near Mexico City, where several hundred boys and girls, averaging six years of age, drafted, signed and sent to the Ministry of Education an appeal asking for the abolishment of barbarous bull fighting, "which is an affront to civilization." The petition requests the secretary of education to enlist other officials to do away with bull fighting or, at least, to prevent the goring to death of horses, which now is a part of the spectacle. Other schools are circulating similar petitions.

Aid for Students By War Department

The War department has announced a plan whereby it will finance 100 needy young men through their senior year in college or university, beginning next September. Tuition costs will be paid for by the army with the understanding that the students enlist for eighteen months, half time to be served while at college and the remainder in army camps. The students at the end of the nine months' camp work will be allowed to apply for reserve commissions or may retire to civilian status without obligation.

Traffic Course in Swedish Schools

The department of education in Stockholm, Sweden, announces that the rules of traffic will hereafter be taught in the Swedish public schools as a regular part of the curriculum. This method has been adopted as a part of a campaign to reduce automobile accidents.

New England Pupils Lead in Thrift

Discussing the spread of thrift throughout schools of the nation, Arthur H. Chamberlain of San Francisco, chairman on thrift education, recently disclosed the fact that school boys and girls of the United States now have upward of $30,000,000 on deposit in school savings banks. It is in the schools of New England that thrift is most generally taught and practiced, according to Mr. Chamberlain. Throughout the Southern states he said "little attention is given to thrift in the schools."

Scopes Trial As "Ad" for Evolution

Citing the interest in the 1925 Dayton-Scopes evolution trial as "wonderful advertising," Western Reserve University officials announce that enrollment has doubled at the college in courses dealing with evolution. "We are experiencing a distinct benefit from the publicity that has been given evolution," Professor J. Paul Vischer declared, adding that the anti-evolution propaganda circulated throughout the country has caused students to "want to know what it's all about."

Ex-School Board Member Gets High School Diploma

Among the 184 graduates who received diplomas this year at the Lincoln High School, Manitowoc, Wis., was William Tech, forty-one years old. Recently Tech completed the high school course which he was forced to abandon years ago, a few months before he would have been graduated. He is a former member of the local board of education.

New Trade School For Cleveland

Howard L. Briggs, director of vocational training of the Cleveland board of education, has announced a new trade school, the result of a conference between school authorities, the local chamber of commerce, employers and union leaders. Courses in the building trades, auto mechanics and machinists' trades have already been outlined in the curriculum. Pupils will spend four hours a week in school, for which time they will be paid by their employers at the regular rate of pay, the remainder of the time to be put in "on the job." Labor unions have agreed to accept diplomas of the school, and will receive graduates into full standing in the respective unions.

Germany Behind In Co-Education

The Prussian ministry of education reports that co-education in Germany is still far behind that in state universities of the United States. Despite the relatively high position of women in politics, the report continues, the people cling to the idea that university education is superfluous for girls.

Oak Park, Cook County, Illinois, leads the country in heroic loyalty to a high school non-fraternity law, having suspended fifty-three prominent students for affiliation with Greek letter societies.

TREND OF THE TIMES

Next Move May Be To Annex Pole

An effort will be made this year to land three Royal Canadian Mounted policemen on the Bach Peninsula, which is in latitude 79, only 11 degrees from the North Pole, according to George P. Mackenzie, who is in charge of Arctic exploration for the Canadian government. If the effort is successful this will be the most northerly Royal Canadian Mounted Police post, and will be the farthest north that Canada has yet extended her administrative officers.

Autos Invading Entire World

The Department of Commerce has made public figures that reveal an automobile owner is to be found for every seventy-first person in the world. On the basis of 1,748,000,000 world population for 1925, this means that more than 24,000,000 persons are automobile owners. In the United States there is one automobile to every six persons. Hawaii has one to every eleven and Canada one to thirteen. In the lower ratios is found Afghanistan, with one to 1,200,000 persons. The Solomon Islands, with 151,000 persons, have only two automobiles. In 19 of the 59 countries surveyed, at least ninety per cent. of the automobiles owned were of American manufacture, while in seven, American-made cars constituted at least eighty per cent.

Bachelors and Spinsters Taxed

A special tax on bachelors and spinsters in Greece has been imposed by the Pangalos government. The decree stipulates that single people between the ages of twenty-four and forty years must pay an annual tax of 3,000 drachmas—approximately $37 at the present rate of exchange—but the penalty on those more than forty years old is not so severe. They have to pay only 1,000 drachmas.

Experts Favoring 13-Month Year

According to current reports, the calendar reform experts of the League of Nations are moving slowly but surely to the conviction that the year should be divided into thirteen months of equal length instead of the present system of twelve months. By the proposed arrangement each month would have twenty-eight days, with the 365th day as a twenty-ninth day at the end of December. The new month would be inserted between June and July. When leap year arrives, the scheme provides for the insertion of an extra day at the end of June to be known as an international holiday. The committee has already reached tentative agreement that Easter should be fixed for the second Sunday in April. The program of the committee is to submit the advantages and disadvantages of all plans to all interested bodies, such as governments, churches, business and educational organizations. It is hoped thus to awaken public opinion to the necessity of doing something to overcome what are felt to be defects in the present calendar.

List Germany's War Losses

Figures were recently given by German authorities showing losses as a result of the World War. These reveal that Germany lost thirteen per cent. in territory and ten per cent. in population. These do not include Germany's lost colonies. She lost by the war, 25 per cent. of her coal, 75 per cent. of her iron ore, 68 per cent. of her brass, 16 per cent. of her wheat and rye acreage and 18 per cent. of her potato production, besides 89 per cent. of her merchant fleet.

Open Greatest Suspension Bridge

Pennsylvania and New Jersey are now linked by the world's greatest suspension bridge. It joins the cities of Philadelphia and Camden. Statistics of the new structure fairly dazzle one, however much accustomed to big things. The new span cost $37,196,971, and took a toll of thirteen lives before completion. It will accommodate 6,000 vehicles an hour. It is free to walk over, but vehicles have to pay tolls, and forty-five policemen patrol it. The two cables which suspend it over the Delaware river each contain 18,666 wires, with their ends embedded in concrete and steel anchorages. They are hung over two immense steel towers, each 385 feet high.

May Study Brains Of Congressmen

Members of Congress would be subject to close psycho-analysis and scientific anthropological inquiry if a resolution recently introduced were to be enacted into law. The resolution authorizes appointment of Dr. Arthur MacDonald, a scientist, to make measurements of members of Congress and to draw therefrom anthropological deductions. Already 25 senators and 75 representatives have been measured, but larger numbers are necessary, physician-members of Congress said, to make the study of scientific value.

Having Ousted Horse, Bus Goes After Camel

The Commerce Department, in a recent report, shows the American motor bus in operation over the Arabian, Gobi and Sahara Deserts. Just as the horse has given way to the automobile in urban centres, so is the camel fading out of the picture in remote deserts to make room for the motor bus. Passengers are being carried over the Biblical route from Jerusalem to Jericho, to the Temple of Heaven in the sacred city of Peking, to Rangoon, Mandalay, Cairo, Alexandria and Casa Blanca. The number operating in Asia, Africa and Oceania was estimated at 17,000. Incidentally, another report from the department disclosed the fact that manufactures of horsewhips declined 58.5 per cent. in 1925 as compared with 1923.

Africa Leads World In Water Power Resources

If all the available power sites on the water falls of the world were developed they could generate 453,000,000 horse power, according to a recent estimate made by the United States Geological Survey. North America leads all the continents in developed water power, but Africa, still a dark continent, has resources of power greater than those of nearly all the rest of the world combined.

Alien Veterans Now Admitted

Under a bill just signed by the President, aliens who served under the American flag during the World War can be admitted to this country irrespective of immigration restrictions.

No Gun "Toting" Mexican Election Day

The Mexican government issued orders forbidding the carrying of pistols or other arms by any persons except the police or the military during the recent nation-wide elections. The balloting was for senators and members of the Chamber of Deputies.

The BOOK TABLE

FARM ECONOMICS. By Frank William Howe, Syracuse University. Cloth. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Farm Economics is usually tragically neglected, but here is a book that is surpassingly valuable because it is appealing in its setting. It presents the "outs" as well as the "ins" in modern farming with a purpose to keep the wrong man off the farm and get the right man on the farm. Professor Howe magnifies the reason why it is possible for a farm to pay and when it is probable that it will not pay.

In State Agricultural College the professor of Farm Economics in 1923 asked the privilege of having a graduate course. The president laughed at the idea, saying that whoever took graduate work would not specialize in Farm Economics. As a fact there were more graduate students in that course than in any other two courses. The students realized that what they would need upon graduation was to know how to farm economically. Howe's "Farm Economics" is really an out-of-college "graduate course."

COMPLACENCY: THE FOUNDATION OF HUMAN BEHAVIOR. By Robert Bruce Raup, Ph.D., Teachers College, New York. Introduction by William Heard Kilpatrick. Cloth. 200 pages. New York: The Macmillan Company.

The title of the book is sufficiently attractive to awaken curiosity, "Complacency: The Foundation of Human Behavior." At first one, not accustomed to penetrate the basal thought in unusual words, might think that Dr. Raup thinks he has made a discovery in the study of human behavior.

It is true that Dr. Raup has made a discovery as to the super-significance of the word *complacency*. He cannot confine himself to the derivative character of the word. Its time-honored impression is inadequate. It has to be modernized by up-to-the-minute chemistry to make it mean equilibrium tendency to modify irritability and its associate tendencies. Dr. Raup reaches the complacency content by tracing the relation of behavior of a physico-chemical nature to the equilibrium tendency of energy.

In his approach to complacency Dr. Raup makes much of the scientific treatment of "Equilibrium in the Autonomic Nervous System." The nervous system is considered as a means of maintaining the organism in favorable relationships with its environment.

If anyone thinks that Dr. Raup's treatment of "Complacency as the Foundation of Human Behavior" is a popular treatise on producing a nation of good boys and girls he has another guess coming. It is the highest functioning of the science of adjusting oneself, physically, intellectually, socially, economically, civically, religiously, to all the activities of this complex life.

THE SCIENCE OF THINGS ABOUT US. By Charles E. Rush, Librarian, Indianapolis, and Amy Winslow, of the same library. Cloth. Illustrated. 318 pages. Boston: Little, Brown and Company.

This is the first of the important books which Dr. Randall J. Condon created for the Atlantic Monthly Press before they co-operated with the Little, Brown Company in 1925. It bears evidence in every way of the skilful editorship of Dr. Condon than whom no one is more educationally artistic and professionally sensible. Speaking of the book Dr. Condon says:—

"It gives a natural, simple, and yet scientific explanation for the everyday occurrences of home and school life, and by its method of development encourages children to think intelligently about matters which are more remote. It makes children wish to know—and helps them to find out. In its method of treatment it is an excellent example of good teaching, proceeding from that which is simple and near at hand to that which is more complex and more remote. It arouses interest, stimulates inquiry, and offers just enough help so that by reasonable effort the problem can be solved. By an ever-widening circle the bounds of knowledge and power are extended to the conquest of worlds unknown."

CIVICS OF MY COMMUNITY. A Laboratory Text and Manual in Community Civics. In Four Books. By J. Wesley Foote, principal in Philadelphia and lecturer in the University of Pennsylvania. 8 by 10½ inches. Heavy paper. Yonkers-on-Hudson, New York, and 2126 Prairie avenue, Chicago: World Book Company.

Our first exclamation when we had rambled through these wholly original conceptions of a pupil's study of Community Civics was, "A Self-Starter." We have seen nothing that more significantly switches the battery of the child's mind into immediate and intelligent action in school and out than Mr. Foote's "Civics of My Community."

The first appeal that the plan makes is the make-up of the books. Every page, every paragraph on every page is for the pupil's use rather than the teacher's. The books are: Supervised Study and Socialized Study. The most traditionalized talking teacher cannot bore any child by talking at him. The child is doing what the book tells him to do and no teacher can improve upon the directions, however anxious she may be to talk about it.

The books make the study of Community Civics fascinating because each lesson is a series of achievements of which the child is personally proud. There is no possibility of mental inertness.

One of our professional hobbies is that no subject method, no helpful subject-method book is adequate that does not help the student to learn other subjects better, and Mr. Foote's "Civics of My Community" will help every student to study history better for this study of civics.

THE HISTORY OF OUR AMERICAN PEOPLE. By Charles F. Horne. Cloth. Illustrated. In Two Volumes. 465 and 539 pages respectively. Published by the United States History Publishing Company, New York.

These two volumes are especially prepared for the American Legion and other patriotic organizations with a purpose to eliminate sectionalism by emphasizing a "united" history text that can be taught in any state.

Secretary Hoover said before the 1926 National Conference of School Superintendents: "Our public schools are the real melting pot, pouring out a new race. Under our schools, race, class and religious hatreds fade away. . . . . I should say that your work, then, is of three categories: The imparting of knowledge and a trained mind, the training of citizenship, and the inspiring of ideals. I should rank them in ascending order."

The author, the publishers and the patriotic advisers have had in mind the fact that those who study history in school will soon be voters in local, state and national elections, and the purpose is to have such voters intelligent on American issues and ardently devoted to patriotic causes. The books are well made, extensively illustrated and fully meet the patriotic purpose of those who conceived the idea and are promoting patriotic purpose.

A DICTIONARY OF MODERN ENGLISH USAGE. By H. W. Fowler, joint author of The King's English, The Concise Oxford Dictionary, and The Pocket Oxford Dictionary. Cloth. 742 pages. The American Branch of the Clarendon Press of London in New York City.

There is no American dictionary that in any wise resembles Fowler's "A Dictionary of Modern English Usage." The discussions are most illuminating. Perhaps the best of these critical discussions are those which discriminate in the use of *that, which* and *who*.

There are 700 words on *that* as an adjective, 3,500 words on *that* as a conjunction, about 5,000 on *that* as a relative pronoun, 4,000 on *which, that* and *who*. It is needless to say that this discussion is the last word in this line of discrimination. It is not finical, for there is always a ready acceptance of a use in speech which is not in best writing. It is fascinating in the extreme to see how artistically scholarly the British use of words is. If one seeks ultra exactness in correct using this is the one book, up-to-date, for him to have at hand.

THE PLEASANT HISTORY OF LAZARILLO DE TORMES. With a general introduction to the Rogues' Bookshelf by Carl Van Doren. Cloth. xxv+240 pages. Price, $2.00. New York: Greenberg, Publisher.

Students of the history of the novel will be interested in the appearance of this first volume of the "Rogues' Bookshelf," in which is republished the translation from Spanish made in 1708 of the first of all the rogue-novels, the "Lazarillo de Tormes." This book, which appeared in Spain in 1554, is of doubtful authorship, though long erroneously ascribed to Diego Hurtado de Mendoza. The translation also includes the best of the several continuations of the "Lazarillo"—that of Juan de Luna (1620).

When one realizes that from the "Lazarillo" comes that strain of realism which has now become the dominant note in novelesque literature; that the rogue-novel has affected practically all the modern literatures; and that the story is interesting and exciting *per se*—one can but commend the enterprise and vision which make the "Lazarillo" available in this attractive form.

Mr. Van Doren has provided an introduction to the book and to the "Rogues' Bookshelf" which indicates the importance of the "picaresque novel" and of the present book. Among the descendants of "Lazarillo" he mentions the famous French novel "Gil Blas," of Lesage; the English "Jonathan Wild," of Henry Fielding; and even "Huckleberry Finn." A long list of others might have been given, beginning with Thomas Nash's "Unfortunate Traveller" of 1594 and coming down to the modern "Raffles." For a complete treatment of the picaresque novel in Spain and throughout the world, one may consult with profit Chandler's "Romances of Roguery" and "The Novel of Roguery."

Not the least of the charms of this translation of the "Lazarillo" is its delightful archaic language. Mechanically the book is very attractive. Among the other volumes announced for publication in the same series are Nash's "Unfortunate Traveller" and Fielding's "Jonathan Wild" (already mentioned), Smollett's "Ferdinand, Count Fathom," and Godwin's "Caleb Williams."

TEACHING DULL AND RETARDED CHILDREN. By Annie Dolman Inskeep, Ph.D. With an Introduction by H. B. Wilson of Berkeley, California. Cloth. 455 pages. New York: The Macmillan Company.

This is the most elaborate study we have seen for teaching dull and retarded children each of the school subjects, giving attention to the mental needs of unusually slow children.

There are 50 pages devoted to adapting reading to a dull child's mind, 36 to language, 10 to spelling, 50 to arithmetic, 10 to penmanship. The most interesting phase of the book is devoted to Social Studies,—including health and thrift.

The author has specialized in studying and educating atypical children, and skill is demonstrated in dealing with these problems.

MORE ABOUT SUMMER CAMPS. Training for Leisure. By Henry Wellington Wack. With An Appreciation by Governor Gifford Pinchot. Cloth. 227 pages. Published by The Red Book Magazine, 33 West 42nd street, New York.

We use "An Appreciation" by Governor Gifford Pinchot:—

"There is a lot more in the United States than can be seen from a street car. It is the land, and the boys and men, girls and women who know the land, who make the strength of this and any other country. Not the least valuable thing about scouting is that it teaches the city boy and girl to know the country, and the country boy and girl to know the country better than he or she otherwise would.

"The forest is not only the mother of the fountain, but the mother of men as well. Our ancestors lived in the forest. We live with the help of the forest. Wood is still the most useful of all materials, and will continue to be for many years after you and I have passed to our reward.

"Boys and girls who know the out-of-doors render services of great value to their nation and state by understanding the forest and taking part in its protection. It is just as important for people to think rightly about preventing forest fires as it is for them to think rightly about preventing fires in town, or any other similar calamity. When you help to make people respect and appreciate the forest you help in its protection."

BIBLIOGRAPHY OF SECONDARY EDUCATION RESEARCH, 1920-1925. By E. E. Windes and W. J. Greenleaf. United States Bureau of Education Bulletin, 1926, No. 2. Washington, D. C. 95 pages.

A descriptive bibliography of research studies in secondary education which have appeared from 1920 to 1925 in educational magazines, in bulletins and monographs, and in books and theses. Many of the articles are of a statistical nature. This is the first of the productions of the National Committee on Research in Secondary Education, a committee which acts as a clearing house for the great educational bodies that are devoted chiefly or in part to the secondary field of education in the United States.

This bulletin should be of great value to students of secondary education in colleges and universities as well as to teachers and administrative officers. This represents the first effort to bring together material of completed research in the field of secondary education. The National Committee proposes to issue a similar bulletin each year so that duplication of effort may be avoided and the results of completed investigations given wider notice.

Books Received

"Studies and Songs for Individual Sight Singing." Books One and Two. By Laura Bryant.— "High School Algebra." Second Course. By C. E. Rushmer and C. J. Dence.—"Dot and David." By Mabel Hubbard Johnson. New York: American Book Company.

"An Exhibition Handbook." By Randall D. Warden. — "Marching Drills." By Richard N. Richards.— Four pamphlets on "Swimming Pageants." By Mary A. Brownell. New York: A. S. Barnes Company.

"History of Henry Esmond." By W. M. Thackeray.—"Don Quixote." By Miguel de Cervantes Saavedra.— "Idylls of the King." By Alfred Lord Tennyson. New York: The Macmillan Company.

"Supervision and Teaching of Handwriting." By Joseph S. Taylor. Richmond: Johnson Publishing Company.

"Chemical Calculations." By Bernard Joffe. Yonkers-on-Hudson, New York: World Book Company.

Alexandre Dumas, "Pére Henri III et Sa Soeur." New York: Oxford University Press, American Branch.

"The Indians Today." By Flora W. Seymour. Chicago: Benjamin H. Sanborn and Company.

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Turning the Tables

A traveling man called upon a grocer and at the same time a poor woman entered soliciting alms. The grocer, wishing to play a joke on the traveler, told the woman to "ask the boss," at the same time pointing to the other man.

The traveler, turning to the grocer, who was smaller than he, said: "Boy, give this poor woman a dollar out of the till."

The grocer paid.

Famous and Only

Mrs. Newriche (patronizingly)—"Were any of your ancestors men of note, Mr. Cynic?"

Mr. Cynic—"Yes, Madam, I should say so. One of them was the most famous admiral of his day and commanded the allied forces of the world."

Mrs. Newriche (with altered tone of deep respect)—"Is it possible? And what was his name?"

Mr. Cynic—"Noah, madam."

The Gay City Life

Fortune Teller—"You are going on a journey and you will meet with good fortune."

Motorist (eagerly)—"You mean, when I drive downtown tomorrow, I will find a place to park?"—Judge.

Contrary Sex

"An' you say dat little twin baby am a girl?" inquired Parson Jones of one of his colored flock.

"Yassuh."

"An' de tother'n am dat of de contrary sex."

"Yassuh, she am a gal too."

Nice Man!

Doctor—"Your husband needs complete rest. I will prescribe a sleeping draught."

Wife—"When shall I give it to him?"

Doctor—"Don't give it—take it."

The Reason

Tommy did not come to school last Wednesday, and Tommy's teacher received the following note from his mother:—

"Dear Teacher: Tommy won't be coming to school today. He's timing his father, and it's your fault. You give 'im a sum for his homework, what said: 'If a man can run 100 yards in two minutes, how long would it take him to run around a 2½-mile field, three times?'

"Tommy isn't a man, so his father's doing it for him, and Tommy's timing him. But please don't give 'im no such sums again, as 'is father can't lose no more time away from his work."—Lot-o-Fun.

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Compulsory Chapel and Bible Study

By Lucia Ames Mead

Granted that religion cannot be thrust down the throat of the unwilling, and granted that post-graduate students should be exempt from compulsion, are there not social and cultural questions to be considered? Does not the regular assemblage of all students for high moral and religious purposes help create a community spirit on the best basis? Undergraduates who aim at a degree that gives some evidence that they are cultivated in subjects necessary for citizenship and general usefulness cannot rightly object to having some subjects required. When some are required, there should be no more plea for exemption from some cultural acquaintance with what lies at the basis of our literature and civilization than there would be exemption from history, science or language study, though there be a choice as to which history or science or language be studied. Why should a man with a B. A. after his name be assumed to have some acquaintance with European literature and the history of ancient and modern time and yet be ignorant as to whether Job or St. James were in the Pentateuch or the Apocrypha? Tests of Bible knowledge have shown crass ignorance of the most elementary facts on the part of those who imagine themselves educated, but who take a smug pride in complete ignorance of the Bible. Is it not as unfitting for a scholar not to understand a reference to Ezekiel or Timothy as not to understand a reference to Æschylus or Horace?

Why should one of the most important elements in the education of all cultivated persons from Augustine to Milton, the Puritan fathers, the founders of the Republic, to Emerson, Browning, Tennyson and our great modern literature, be omitted from the training of college youth? Many of us have often been ashamed when in company of American tourists in Europe to see their lack of comprehension of ordinary Bible stories as portrayed by the great masters from Giotto to Thorwaldsen and Hoffman. As a matter of sheer culture, is it not desirable that those who decline chapel service in colleges which have any required studies at all should have a required course in Bible history and literature? A required two months' course in each of the four years could give a fair acquaintance with: an outline of Hebrew history and literature; the Gospels; the life, writings and achievements of St. Paul.—Boston Transcript.

Meetings To Be Held

JULY.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson. Miss W. D. Hopper, University of Georgia, Athens, Ga.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

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